**Tool 1.5 Quick Quiz from *Team to Teach: A Facilitator’s Guide to Professional Learning Teams***

Directions: Take this quiz and discuss your thinking with a small group of participants. You can find the answers in Tool 1.7, “What does the research say?”

1. The most important determinant of student achievement is:
   1. Socioeconomic status
   2. Teacher knowledge and expertise
   3. Parental and societal factors
2. Most of the achievement gap between poor minority children and students in more affluent communities can be explained by:
   1. Access to more resources and better facilities
   2. Family income and parental education levels
   3. Differences in the quality of teaching
3. How much time per year does the average teacher spend in professional learning?
   1. 8 hours or less
   2. 3 days
   3. One week
4. What percent of teachers identified strong results from those learning experiences?
   1. 8%
   2. 15%
   3. 42%
5. Which group reported spending the least amount of time working together with colleagues on instruction?
   1. Beginning teachers
   2. Elementary teachers
   3. Secondary teachers
6. Teacher experience (years in teaching) is correlated with gains in teaching quality in what way?
   1. The more experienced the teacher, the higher the quality of teaching.
   2. There is no correlation between teacher experience and teaching quality.
   3. There is little or no correlation between experience and teaching quality after the first year of teaching.
7. Which of these structures has proven to be essential for improving teaching quality?
   1. Collaboration to improve instruction
   2. Supportive school conditions and culture
   3. Both A and B

**Tool 1.7: What does the research say?** - By Anne Jolly

What are the most powerful points you want to remember from each section of this reading? Jot notes here.

**Part 1: Effective Teaching Matters**

Dedicated, knowledgeable, and effective teachers can overcome conditions that influence and impair the student’s success outside of the classroom. Teachers can be the single greatest influence in preparing the students for the future.

If a student has an ineffective teacher for three consecutive years, the student can score as much as 50% lower on achievement tests than others.

Education is not a solo event, purposeful and intentional collaboration is needed to meet the needs of the 21st century learner.

**Part 2- Teacher Opportunities to Learn Matter**

Teachers must continually update their teaching skills to meet the needs of the 21st century learner. Professional development must be a priority, purposeful, relevant, job embedded, and on-going.

Administrators and instructional leaders must facilitate collaborative learning and provide opportunities for professional learning and growth to take place.

**Part 3: Collaborative Team Learning Works**

Teachers and students need to work as a team. The collaboration must be on-going and supportive. Teachers who work together collaboratively must have a shared vision and goal.

Teachers who work in collaborative teams and schools have schools that showed academic improvement more quickly than schools that did not use this approach. Teams must have members that take ownership for students’ success and/or failure.

Teaching is the responsibility of the entire school and community.

**Tool 9.2: Pre/post surveyDirections:** Use the following scale to rate each statement in terms of how well it describes your knowledge and feelings about teacher collaboration. Circle the number that best expresses your answer. Do not put your name or any identifying information on this survey.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strongly disagree** | **Disagree** | **Agree** | **Strongly agree** |
| 1. I am familiar with the rationale for teachers collaborating on classroom instruction. | **1** | **2** | **3** | **4** |
| 1. I know the basic procedures that make up structured learning team meetings. | **1** | **2** | **3** | **4** |
| 1. I feel that meeting regularly in teams to focus on increasing teachers’ knowledge and expertise would be valuable. | **1** | **2** | **3** | **4** |
| 1. I prefer to work alone to learn and to increase my teaching expertise. | **1** | **2** | **3** | **4** |
| 1. I prefer to participate in regular meetings with colleagues to learn and increase my teaching expertise. | **1** | **2** | **3** | **4** |
| 1. When we work together on committees at this school, the atmosphere is collegial. | **1** | **2** | **3** | **4** |
| 1. When teachers at my school work in groups, all members participate and share responsibilities. | **1** | **2** | **3** | **4** |
| 1. I regularly read professional journals and current research on teaching and learning. | **1** | **2** | **3** | **4** |
| 1. I regularly look for different teaching strategies and adjust or change my teaching practices throughout the year. | **1** | **2** | **3** | **4** |
| 1. I want to learn and practice new ways to teach. | **1** | **2** | **3** | **4** |